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ABSTRACT

A study was conducted to produce a graphic representation of (1) the factors that motivate single parents and homemakers in New Jersey toward upward mobility and higher paying jobs and (2) the barriers that these individuals face. Data were collected from 26 sites through 3 mail surveys--demographic data collection form which yielded 101 responses, a 6-month follow-up which yielded 89 responses, and a 1-year follow-up, for which 67 responses were obtained. Program participants identified the availability and use of three services as motivating factors for participation in a single parents and homemakers program; the services were personal counseling, financial information and assistance, and job training. These same services also sustain individuals in employment. Obstacles identified by participants included insufficient financial resources, health care for their families, and child care (the latter not as significant as in previous studies), and lack of resource assessment and use. Participation in single parent and homemaker programs improved the self-esteem and confidence of the clients. The study recommended that women be encouraged to participate in training for nontraditional occupations, that programs continue to provide needed support services even as clients become employed, and that outreach be continued toward younger single parents and homemakers. Fifteen figures are included, and a list of respondents, the survey form, and 10 references are appended. (KC)

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A STATUS REPORT ON SINGLE PARENTS AND HOMEMAKERS PROGRAMS IN NEW JERSEY 1987

Developed by:
Life Skills Center
Department of Home Economics
School of Professional Studies
Montclair State College
Upper Montclair, New Jersey 07043

Funded through the Carl D. Perkins Act
New Jersey State Department of Education
Division of Vocational Education

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Life Skills Center, Montclair State College, Upper Montclair, New Jersey 07043

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Joanne Ferreri Cote', Principal Investigator

Table of Contents

Page

List of Figures and Tables ____ v

Introduction ____ 1
Purpose ____ 2
Current Trends ____ 2

Methodology ____ 3
Sample Size Procedures and Data Collection ____ 3
Instrument Development ____ 4

Summary of Findings ____ 4
New Jersey Single Parents and Homemakers in 1987 ____ 4
Case Studies ____ 5
Presentation of Data ____ 7

Summary and Recommendations ____ 17
Motivating Factors ____ 18
Obstacles to Overcome ____ 18
Recommendations for the Future ____ 19
Limitations of the Study ____ 20

References ____ 20

Appendices
Appendix I - Six Month and One Year Follow-up Survey Respondents ____ 21
Appendix II - One Year Follow-up Survey Respondents Only ____ 22
Appendix III - Instruments ____ 23

List of Figures and Tables

		Page
Figure 1	Total Family Income of Single Parents and Homemakers Surveyed	7
Figure 2	Marital Status of Single Parents and Homemakers Surveyed in New Jersey	8
Figure 3	Age Distribution of Single Parents and Homemakers Surveyed in 1986	9
Figure 4	Age Distribution of Single Parents and Homemakers Surveyed in 1987	9
Figure 5	Age of Dependent Children	10
Figure 6	Single Parent Program Participants	10
Figure 7	Services Received by Single Parents and Homemakers Surveyed in 1987	11
Figure 8	Training and Employment Barriers Perceived by Single Parents and Homemakers Surveyed in 1987	12
Figure 9	Training Motivators Perceived by Single Parents and Homemakers Surveyed in 1987	12
Figure 10	Employment Motivators Perceived by Single Parents and Homemakers Surveyed in 1987	13
Figure 11	Single Parents and Homemakers Present Employment/Training Status	13
Figure 12	Personal Development	14
Figure 13	Awareness of Nontraditional Opportunities	15
Figure 14	Nontraditional Career Options as Perceived by Single Parents and Homemakers Surveyed in 1987	16
Figure 15	Satisfaction With Single Parents and Homemakers Programs as Perceived by Participants	17
Table 1	JTPA Income Guidelines	8

Introduction

In this second year of research on single parents and homemakers in New Jersey, few changes can be found in the characteristics of that population. What has been discovered is that New Jersey State Department of Education, Division of Vocational Education funded programs in New Jersey are serving a younger population than was served in 1986. There are more single, never married individuals receiving services, 87 per cent of them with dependent children primarily under the age of 10. What remains constant is the profile of single parents and homemakers in New Jersey: head of household, unprepared for the labor market, unemployed or underemployed and therefore still at or below the poverty level.

In addition to being single, heads of households and low income, these disadvantaged women characteristically lack self-esteem and generally have limited problem solving and decision making abilities. They also have little education and formal work experience and lack family or other societal support. They must deal with sexual, cultural and racial discrimination, but often without knowledge of options, alternatives or available community resources (Knox, 1983).

While the public has become increasingly aware of the status of this group and great strides have been made in providing services to single parents and homemakers, the population continues to grow on both state and national levels. Recent statistics indicate that over 20 per cent of households in the United States are headed by women where no husband is present. Half of these households include one or two children under the age of 18, dependent on the single mother for support. Furthermore, this figure of female-headed households has almost doubled since 1970 (Jones, 1984), and the number of single mothers/homemakers has increased from 4.5 million in 1960 to 11.5 million in 1987 (Displaced Homemaker Network).

Purpose

The purpose of this study was to:

1. identify the factors that lead to upward mobility, employment and higher paying jobs for single parents and homemakers in New Jersey and

2. to track the training and employment progress of those individuals enrolled in state-funded programs.

The study sought to accomplish the following objectives:

1. Identification of factors which motivate women to enter the single parents and homemakers programs.

2. Identification of support mechanism and services leading to continued participation by women in single parents and homemakers programs until job placement or further training occurs.

3. Identification of support mechanisms and services leading to continued participation by women in job training, education or employment.

4. Identification of factors which help women to maintain their employment for at least six months.

5. Modification of research instruments used in the 1985-86 survey.

6. Development and use of the modified instruments to collect data in the 1986-87 research and analysis.

Current Trends

The plight of single parents and homemakers living in poverty has been the subject of much study and social reform, particularly since passage of the Carl D. Perkins Act in 1984. This legislation targeted the single parent and homemaker population, including the rapidly growing population of teen mothers.

Young mothers who give birth before the age of 18 and do not complete high school earn half as much money as those who finish high school. They are far more likely to be dependent on welfare. Poverty often starts with teenagers having babies... many can't rise above it to go back to school or to get job skills. (Wallis, 1985).

The 14 to 25 year old single parent lacks adequate education, job experience and marketable skills with which to enter the labor market and become economically independent. Teenage parenthood usually relegates women to long-term poverty. The single parent and homemaker must depend on her own financial resources to support herself and her family. However, she must overcome serious obstacles in the process of reaching for economic independence. Lack of self-confidence and ignorance of options and available community resources are the biggest stumbling blocks.

Along with this group of younger women the target population also includes the traditionally defined displaced homemaker--those who have been dependent on a spouse or public assistance for financial support and are no longer supported by that income. Loss of income may be due to divorce, widowhood, separation, disability of a spouse or departure of dependent children resulting in the loss of Aid for Families with Dependent Children. The individual is now the head of household and must become self supporting. This person also has often been dependent on a husband for support and does not have easily marketable skills (Balding & DeBlassie, 1983).

New Jersey is reported to have 351,628 displaced homemakers. (New York Times, July 27,1987).

Single parents and homemakers are unaware that the skills they have developed as homemakers are marketable. History of previous unskilled, low-paying jobs or no work experience make it difficult for single parents and homemakers to make realistic vocational and career plans. They need information not only on the growing industries and occupations in their area, but also on the entry-level requirements of particular jobs (Arnold & Marzone, 1981).

Single parents and homemakers must move from a position of economic dependency to one of economic self-sufficiency. Employment opportunities and support services are of vital concern for this population not only because of the drain on Aid to Families with Dependent Children (AFDC), Supplemental Security Income, Social Security, Food Stamps and other payments, but also, more importantly, because of the waste of human resources involved (Displaced Homemakers Research Project, 1981). Unless the women in this population gain access to the skilled trades which pay higher wages, they will be unable to provide their families with an adequate or comfortable life style, and the cycle of poverty will continue (McEaddy, 1976).

Simultaneously, offering support services such as child care, financial assistance and personal counseling will aid in educational development. As the single parent and homemaker receives career counseling and employment training, she also gains a foothold in her new role as head of household, student and/or wage earner. Support services remove the barriers which prevent single parents and homemakers from entering and remaining in vocational training and ultimately the workforce (Armstrong, 1983). Unless subsidized vocational training programs are continued through federal legislation, such as the Carl D. Perkins Act, poverty will persist in the single parents and homemakers population.

Methodology

The objectives of this study were accomplished through implementation of the design developed in a research proposal submitted to the New Jersey State Department of Education, Division of Vocational Education. The plan was expedited through: 1) development of research instruments; 2) contact with single parents and homemakers programs and services in New Jersey; 3) determination of sampling procedures for programs and individuals and distribution by mail of three data gathering instruments; 4) data collection through return mail and follow-up calls; and 5) computer-assisted data analysis.

Sample Size Procedures and Data Collection

A total of 42 programs specifically designed to serve single parents and homemakers in New Jersey were contacted. Directors were asked to identify at least five new clients who entered their programs during September and October of 1986. They were then asked to identify five to 10 clients to participate in the Six Month Follow-Up Survey and the One Year Follow-Up Survey. This yielded a statewide response sample of 26 programs, 101 Demographic Data Forms, 89 Six Month Follow-Up Surveys and 67 One Year Follow-Up Surveys of clients.

The data were collected between October 1, 1986 and April 30, 1987.

Instrument Development

Several previously utilized motivational and barrier assessment instruments from other published studies were examined. These included approaches to survey by mail, telephone and face-to-face interviews. All were designed to obtain selected motivational and barrier data and to provide specific questions appropriate to the purpose of each study. The majority of questions focused on obtaining objective responses in order to facilitate coding.

The following instruments were developed by the researchers for use in this study:

Demographic Data Form - revised from the 1986 Single Parents and Homemakers Demographic Data form and designed to provide a portrait of clients served by single parents and homemakers programs in New Jersey.

Six Month Follow-Up Survey - designed to track the training progress of single parents and homemakers program clients, and to identify factors which motivate women to complete training programs.

One Year Follow-Up Survey - designed to track the training and employment progress of single parents and homemakers program clients and to identify factors that sustain them in employment.

The three instruments were examined by the project's statistical consultant. Due to the characteristics of the data collected, descriptive statistics was recommended as the mode of analysis.

The New Jersey Single Parents and Homemakers in 1987

In contrast to the 1986 portrait of New Jersey single parents and homemakers, this year's data show the majority are younger, never married and have children pre-school or school age. Reported earnings still place them at the poverty to low socioeconomic range. Education level ranges from completion of 8th grade to achievement of a college degree. Their main sources of income include salary and child support, and 44 per cent receive AFDC assistance. Eighty-four per cent of the women studied have previously worked outside the home. This factor along with their younger age indicates a dramatic change from the traditionally defined displaced homemaker popula-

tion and indicates that the younger population targeted by the Carl D. Perkins Act is being served in New Jersey through Division of Vocational Education grants. This profile is based on data collected during the past 2 years on female single parents and homemakers in New Jersey.

In this section are presented:

1. Factors that motivate single parents and homemakers to remain in training and employment and factors that are perceived by single parents and homemakers as barriers to their completion of training and retention in employment.

2. Factors concerning the personal development of single parents and homemakers and their awareness of nontraditional opportunities. Graphs and case studies illustrate survey results.

Case Studies

The following vignettes which illustrate some of the most prevalent barriers and motivators to training and employment as perceived by single parents and homemakers who participated in this research, were compiled from a series of interviews.

Coping With Crisis Intervention

Susan, an Asian woman in her early thirties, was abandoned by her husband and moved in with her parents. Her mother is a culturally traditional woman who does not understand the problems and needs of her daughter. However, Susan has a strong work ethic and is highly motivated because she does not want to continue living in her parents' home under the present stressful conditions. She has persevered in her training and found a job. Unfortunately, in spite of favorable reports from her employer, she was fired because of a company reorganization. Susan understands that it was not her lack of ability that caused her to lose her job and is seeking additional training and is setting up interviews for a new job.

Through the single parents and homemakers program, Susan has received continued positive reinforcement both during training and while seeking employment. She feels comfortable about returning to the program if need for additional counseling arises.

Counseling Assists In Overcoming Barriers

Theresa, an Hispanic woman in her late twenties, has been on welfare for six years and has children currently in elementary school. Realizing her family's need for an improved quality of life, Theresa has come to understand that she must take action in order to improve her financial standing. She has made a firm commitment to her education because she realizes that with training and place-

Weak Resource Management Skills

Nancy is a young white woman in her mid-teens. She has a two-year old son whose father is an absent parent. Although Nancy works part time in a fast food restaurant, her salary does not cover her expenses. She lives with her maternal grandmother on whom she relies for financial support and child care. Nancy describes her life as a day-to-day struggle and a constant hassle with finances, time, transportation and child care. She is not succeeding in school for a number of reasons. First, she is unable to set long-term goals and realize the short-term goals necessary to reach her ultimate career objectives. Second, Nancy possesses inadequate life management skills and coping mechanisms. Motivation is hampered by inability to identify and utilize those resources which are available to her.

Strong Family Support System

Tracey is a young black woman in her mid-teens. She is the mother of a one-year old daughter. Although she has no plans to marry the father of her child, he takes an active role in the child's welfare. She excels in training and has a realistic perspective of her future. Since the father plays an active part in child rearing, Tracey has a greater ability to make long-term goals. They plan as a family unit even though Tracey is not dependent on the child's father. Her parents with whom she lives, provide a great deal of parental involvement and support which have increased her motivation.

Inability to Cope with Personal Crisis

Maureen is a young black single parent in her late teens. She has a five year old daughter and shares an apartment with the daughter's father. The child's father is frequently out of work and the couple relies on welfare to support themselves and their child. The child's father is frequently absent and the relationship is very strained most of the time. Maureen shows promise, capability and competency in her studies. When her life is uncomplicated, she regularly attends school, but her attendance declines in the face of immediate problems or a crisis.

Lack of Parenting Skills

Jessica is one of the increasing number of unmarried teenage women who become pregnant and decide to keep their baby. At the time of her decision she was attending high school with the intention of graduating and being prepared to find employment.
After the birth of the baby, the reality of becoming a parent and having to care for an infant became very apparent. Jessica found she was responsible for her child's care with little assistance from her mother. Because she was unable to leave the baby during the day, she had to drop out of school.

Jessica has applied for AFDC assistance to support herself and her baby. She has little hope of returning to school without support services such as child care, counseling and training. A typical adolescent with little idea of the child care and financial responsibilities associated with parenting, she now finds herself faced with the situation and sees no hope of improving her status.

Summary

While family values and support can have a positive motivational effect, peer pressure often is a stronger factor influencing young mothers. Breaking away from this environment can be difficult.

There is no single pattern that characterizes the lifestyles of the single parents and homemakers studied. The barriers to sustained training and employment in this population were found to be related in large measure to the lack of individual management skills and inability to put into practice positive coping mechanisms.

Presentation of Data

The teen mother almost always needs personal contact from counselors and teachers. Assistance such as child care, transportation and personal encouragement must be available. While "nurturing" is the important element leading to successful goal achievement for teen mothers, they see institutions as impersonal and uncaring. Services to these women should offer personal contact, and continuity. If a woman must drop out of a program because of a personal crisis, she should have the option of continuing training when the problem is resolved. After resolving the crisis, she must be able to reenter the program. High dropout rates do not necessarily reflect lack of program quality! Frequently single parents and homemakers are confronted by a "life crisis" situation and cannot cope with their multiplicity of roles, but they are motivated and want to continue training.

TOTAL FAMILY INCOME OF SINGLE PARENTS AND HOMEMAKERS SURVEYED

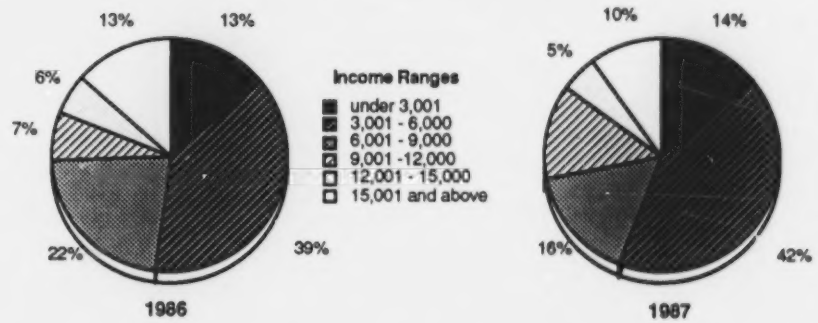

Figure 1

Total family income for the single parents and homemakers surveyed ranged from under $3,000 to more than $15,000 for both 1986 and 1987. The percentages for both years in each category are also similar. In 1986,13 per cent of the clients reported a yearly income of under $3,000 and 14 per cent of the clients reported this income in 1987. In 1986 an income of $3,000 - $5,999 was reported by 38 per cent of the clients and in 1987 this income was reported by 42 per cent of the clients.

1987 JTPA INCOME GUIDELINES

Number in Family	Guidelines
one	$5,500
two	640
three	490
four	950
five	15,280
six	870
seven	20,460
eight*	23,050

*For each additional family member add $2,480.00

Table 1

Most clients in both 1986 and 1987 have dependent children and are therefore living below the poverty level or in low income situations, as indicated in the JTPA income guidelines. These income guidelines are used to qualify people for JTPA programs.

MARITAL STATUS OF SINGLE PARENTS AND HOMEMEKERS SURVEYED IN NEW JERSEY

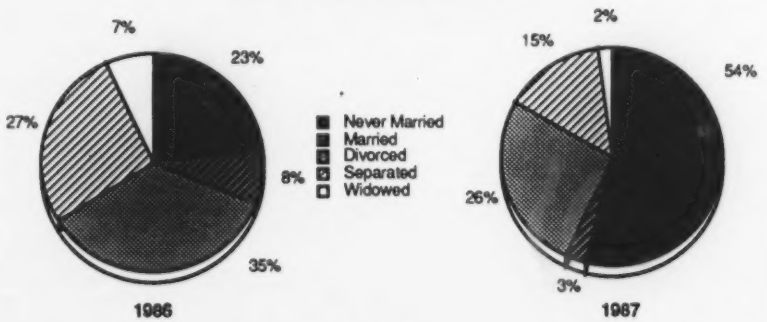

Figure 2

In 1986, the majority of respondents were either separated (27 per cent) or divorced (35 per cent). Only 23 per cent of the women were single (never married). In 1987, the majority of respondents reported never being married (54 per cent), with separation (15 per cent) and divorce (26 per cent) accounting for 41 per cent of those surveyed. The two remaining categories, widowhood (2 per cent) and married (3 per cent), show a decrease from the 1986 figures.

AGE DISTRIBUTION OF SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1986

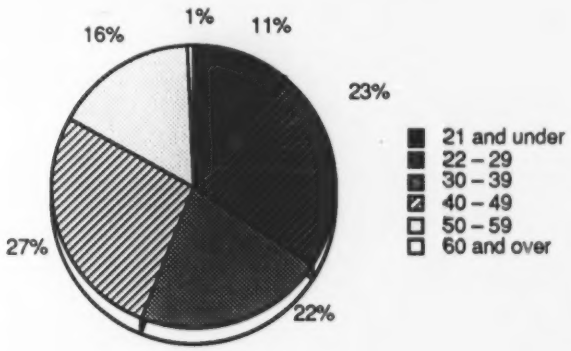

Figure 3

AGE DISTRIBUTION OF SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1987

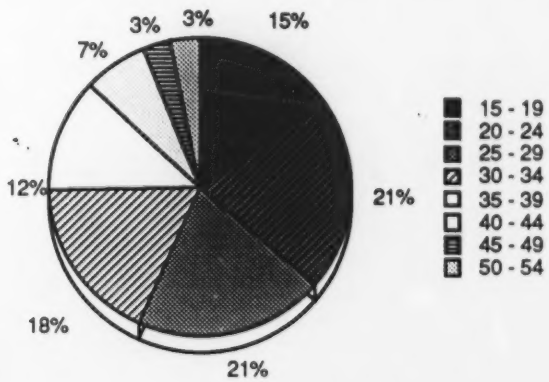

Figure 4

In 1986, 27 per cent of the respondents were between 40 and 49 years of age, while 22 per cent were between the ages of 30 and 39. Clients in the 20-29 age group comprised 23 per cent of the population and 11 per cent were under 21 years of age. In contrast, the statistics for 1987 show that 41 per cent of the respondents are between 20-30 years of age and 30 per cent are between 30-40 years of age. There are 10 per cent between 40-50 and 15 per cent between 15-20 years of age. These figures indicate that a younger population is being served in New Jersey.

AGE OF DEPENDENT CHILDREN

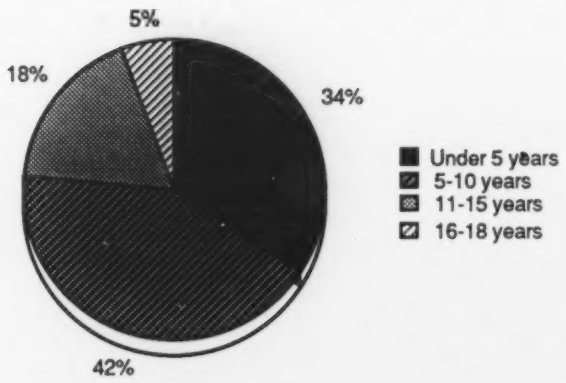

Figure 5

Figure 5 reports that 42 per cent of the respondents have children 5 to10 years of age, while 34 per cent of the women have children under 5 years of age. Children in the 11 to15 year age category were reported by 18 per cent of the respondents, and only 5 per cent of the women had children who were 16 to 18 years of age.

The majority of women participating in the funded single parents and homemakers programs have children under the age of 10.

SINGLE PARENT PROGRAM PARTICIPANTS

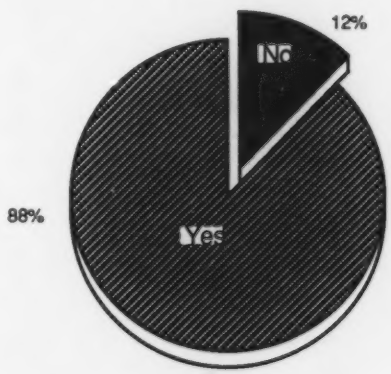

Figure 6

Figure 6 reveals that the vast majority, 88 per cent of program clients, are single parents. Only 12 per cent of the program participants fit into the traditionally defined displaced homemakers category.

SERVICES RECEIVED BY SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1987

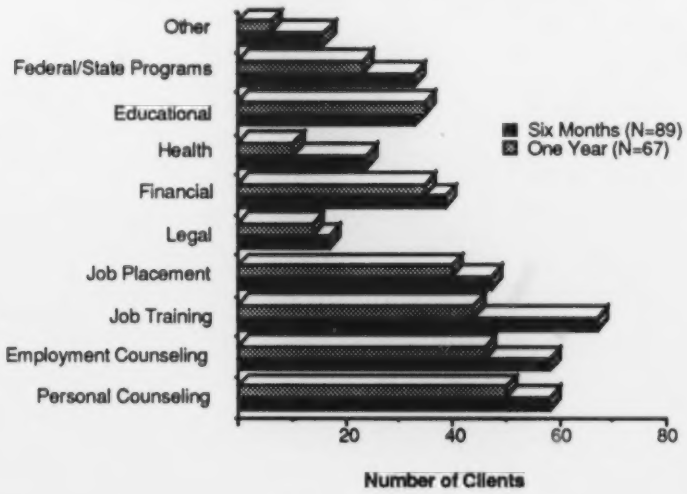

Figure 7

After six months, the service most frequently utilized was job training as reported by 66 per cent of the respondents, while after one year the service most utilized was personal counseling as reported by 76 per cent of the respondents. Employment counseling, job placement, financial counseling and education were also among the most utilized services. Legal, health and referral information were the least utilized services.

When asked to rank the above services after six months in a program, single parents and homemakers indicated the most helpful service was personal counseling (36 per cent). Job training was ranked second by 26 per cent and 12 per cent ranked employment counseling third.

After one year, 40 per cent ranked personal counseling as the most important service, 36 per cent placed job training next and educational information and assistance ranked as the third most important service.

TRAINING AND EMPLOYMENT BARRIERS PERCEIVED BY SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1987

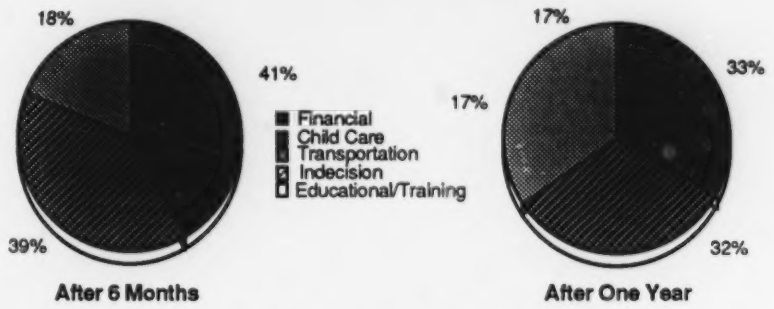

Figure 8

Responses concerning training and employment barriers shown in Figure 8 indicate that financial concerns reported by 41 per cent of the respondents and child care reported by 39 per cent are the training and employment barriers reported most frequently. Transportation was also reported by 19 per cent of the clients as a barrier.

After one year, financial concerns and child care remained the two most significant barriers to training and employment (33 per cent and 32 per cent respectively). Indecision and lack of education and training, both at 17 per cent, appear to be major barriers to overcome for further training and employment. Transportation, on the other hand, seems to be a minimal concern.

TRAINING MOTIVATORS PERCEIVED BY SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1987

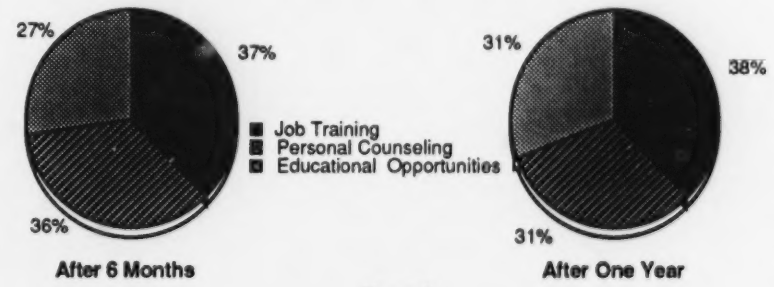

Figure 9

In Figure 9, 37 per cent of the respondents report job training and 36 per cent report personal counseling as almost equally important training motivators. Educational opportunities closely followed as a motivating factor with 27 per cent of the clients responding.

Figure 9 also shows that after one year, job training, at 38 per cent response remained an important motivator. Personal counseling (31 per cent) and educational opportunities (31 per cent) were reported as slightly less important, but still significant motivators.

EMPLOYMENT MOTIVATORS PERCEIVED BY SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1987

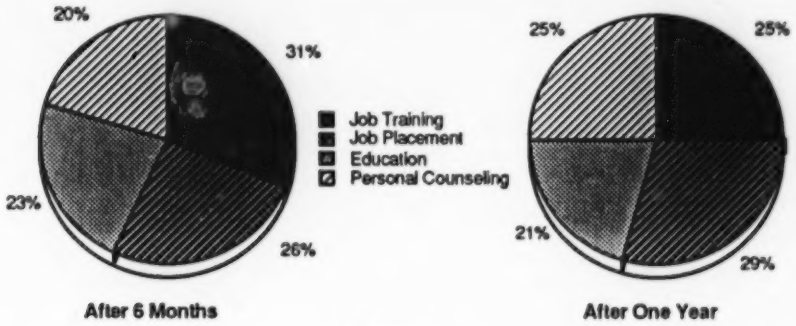

Figure 10

Responses concerning employment indicate that job training, as expressed by 31 per cent of the respondents, was the leading motivating factor in enabling women to gain employment. This was followed closely by job placement services at 26 per cent and personal counseling at 20 per cent.

Employment motivators for one year respondents show a slight shift with a decrease in job training reported by 25 per cent of the respondents. Increase in job placement as a motivator was reported by 30 per cent of the respondents. A slight increase in educational information and assistance as motivators was reported by 21 per cent of the respondents; and personal counseling was reported by 25 per cent of the respondents. After 6 months 20 per cent of the respondents reported personal counseling as a motivator and after 1 year personal counseling was reported by 25 per cent of the respondents as a motivator.

SINGLE PARENTS AND HOMEMAKERS PRESENT EMPLOYMENT/TRAINING STATUS

Figure 11

After six months, 45 per cent of the respondents were looking for work, with 22 per cent seeking training. While 5 per cent reported not seeking work, 30 per

cent responded to the 'Other' category. After one year, 50 per cent of the respondents were looking for work with 38 per cent seeking training. Response to the "Other" category was 11 per cent. Both categories included such reasons as; pregnancy, currently employed or currently in training listed under 'Other'.

Participants perceived personal development as a benefit of participating in a

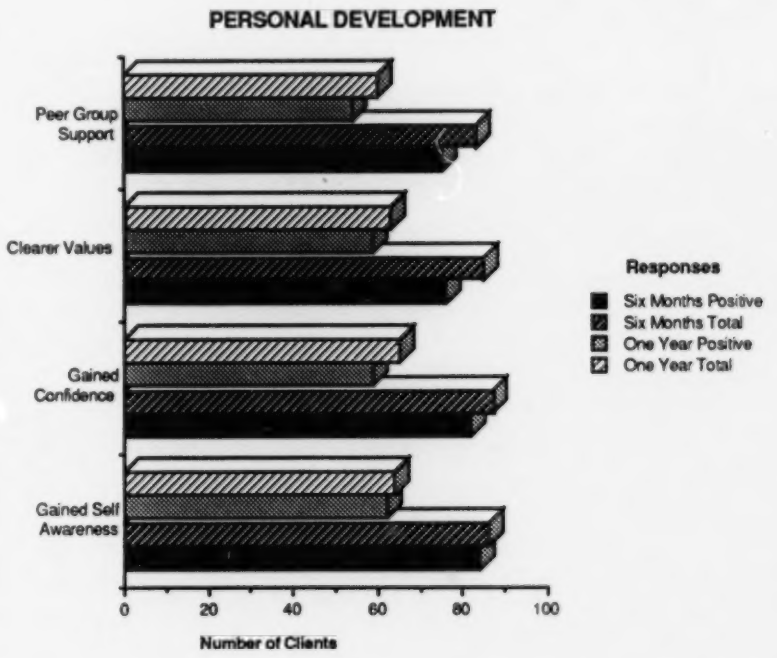

Figure 12

single parents and homemakers program. After six months in a program:

- 97 per cent reported more self awareness and insight into future goals
- 94 per cent reported more confidence in their ability to perform in a job
- 89 per cent have a clear idea of their values and priorities
- 90 per cent state they have benefited from the support of peers in the group.

Results were similar after one year:

- 96 per cent reported more self awareness
- 90 per cent reported more confidence
- 93 per cent stated they have a clearer idea of values and priorities
- 90 per cent stated they have benefited from peer support.

The data in Figure 12 indicates that single parents and homemakers gain more confidence in their ability to function as individuals after participation in support services provided by the single parent and homemaker program.

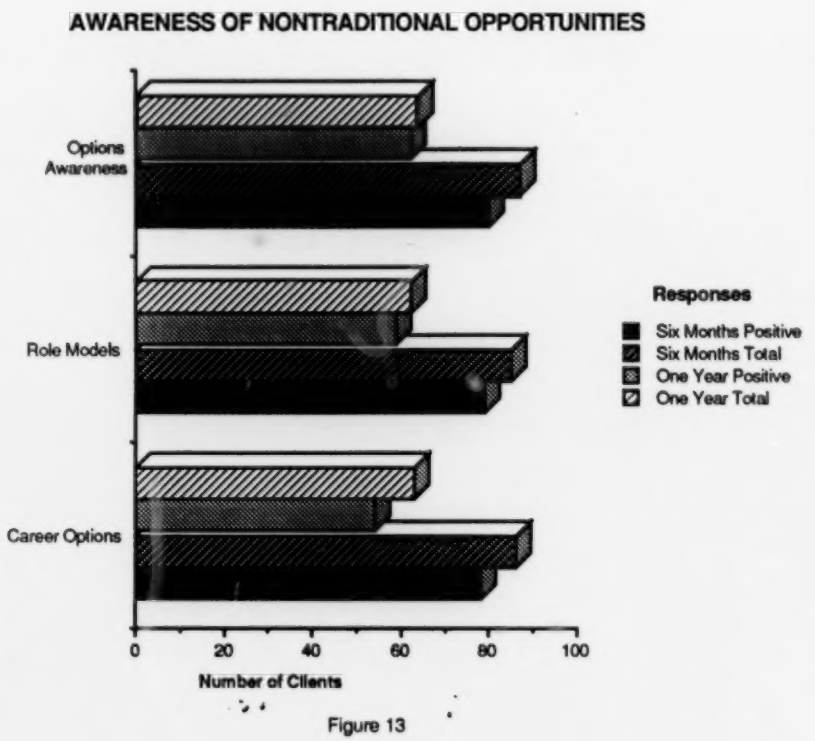

Figure 13

Figure 13 represents perceived awareness of nontraditional opportunities as a result of participation in a single parents and homemakers program. After six months in a program, 90 per cent reported awareness of more career options; 91 per cent reported knowledge of a variety of positive role models for women; and 92 per cent reported increased awareness of career planning techniques, as well as new options available to women both personally and professionally. Results are very similar after one year in a single parents and homemakers program; 85 per cent reported awareness of more career options; 96 per cent reported a variety of positive role models; and 95 per cent reported an increased awareness of new options. The single parents and homemakers programs surveyed are heightening women's awareness of nontraditional opportunities which lead to higher paying jobs.

NONTRADITIONAL CAREER OPTIONS AS PERCEIVED BY SINGLE PARENTS AND HOMEMAKERS SURVEYED IN 1987

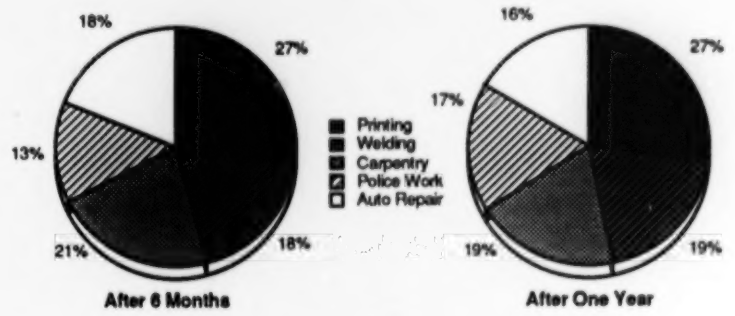

Figure 14

After six months in training, increased awareness of nontraditional job opportunities was evident. Familiarity with printing as an occupation was expressed by 27 per cent of the respondents; 22 per cent indicated knowledge of carpentry, 19 per cent knew of welding and auto repair possibilities and 14 per cent expressed familiarity with police work.

Figure 14 shows that after one year, there is only a slight change in awareness of nontraditional job opportunities for women. Knowledge of printing remained the same at 27 per cent. Familiarity with welding and carpentry were equally reported at 20 per cent; knowledge of police work reported a slight increase at 17 per cent; and awareness of auto repair slightly decreased at 16 per cent. Other nontraditional job opportunities reported included drafting, electrical work, business management and landscape design.

SATISFACTION WITH SINGLE PARENTS AND HOMEMAKERS PROGRAMS AS PERCEIVED BY PARTICIPANTS

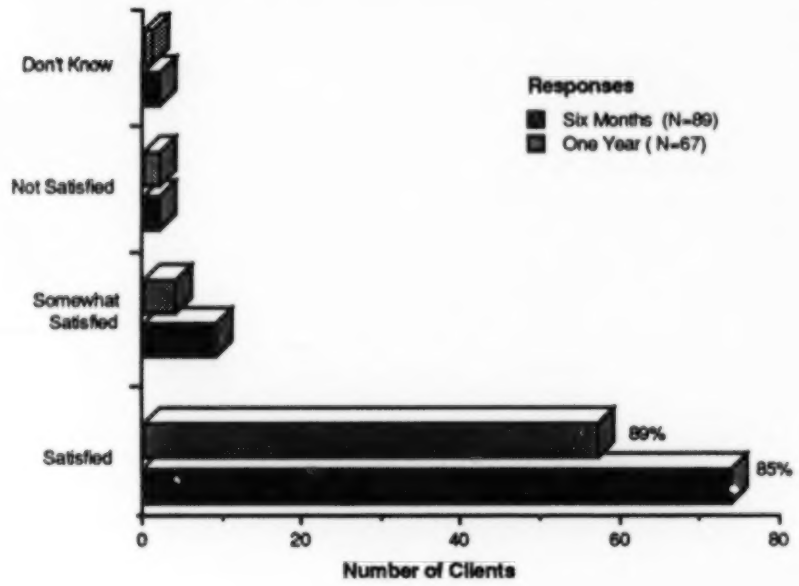

Figure 15

After six months, 85 per cent reported being satisfied and after one year, 89 per cent reported overall satisfaction with services. The majority of single parents and homemakers surveyed feel that the programs are working to help them become economically self-sufficient.

Summary

This study was designed to produce a graphic representation of 1) the factors which motivate single parents and homemakers toward upward mobility and higher paying jobs and 2) the barriers which these women face. A follow-up survey was designed to yield information on single parents and homemakers personal development and awareness of nontraditional opportunities. Data was collected from 26 sites through three mail surveys:

1) Demographic Data Form - 101 respondents
2) Six Month Follow-Up Survey - 89 respondents
3) One Year Follow-Up Survey - 67 respondents

Motivating Factors

Program participants identified the availability and use of the following services as motivating factors after six months and after one year in a single parents and homemakers program:

Personal Counseling
Financial Information and Assistance
Job Training

After one year in a program single parents and homemakers also reported educational opportunities as a motivating factor.

It was found that the same support services which promote motivation and retention in training also sustain these individuals in employment. While the data show many New Jersey single parents and homemakers programs offer these services, few provide them in a comprehensive program and fewer yet have the staff and resources to provide these services once the single parents and homemakers are placed in employment. Further research is indicated.

Obstacles to Overcome

Single parents and homemakers face a multitude of obstacles when they enter training programs and employment. Financial resources were identified as an obstacle by participants both after six months and one year of participation in a program. Statistical analysis reveals that 44 per cent of the clients surveyed receive Aid to Families with Dependent Children (AFDC). Providing health care for their families is a serious burden when these parents take a part-time or entry level position. Welfare reforms which will allow carryover of such benefits should motivate single parents and homemakers receiving AFDC to seek and remain in a job. Significantly, although this research does not reveal that loss of medical insurance coverage is a deterrent to seeking employment, directors of single parents and homemakers programs report that it is of serious concern to their clients.

While child care was also identified as a barrier to training and employment, it is not as significant an issue as in the past. Evidently provision of child care in single parents and homemakers programs is a strong motivator for retention in the training program. Nevertheless, we have only scratched the surface in solving the child care problem and need to find ways to continue the services throughout employment as well as training .

Lack of resource assessment and utilization is also a major barrier for this population. Single parents and homemakers programs need to provide not only training opportunities but also the support services necessary to help single parents and homemakers become economically and socially self-sufficient.

The study reveals that participation in single parents and homemakers programs improves the self-esteem and confidence of clients. A peer support system was also perceived as a positive component of a single parents and homemakers program. Information regarding nontraditional opportunities has made single parents and homemakers aware of higher paying employment possibilities. However, recruitment, participation and retention in nontraditional training and employment need further research.

New Jersey single parents and homemakers typically between 20 and 30 years of age, need career information, job placement and employability skills. They also need self-confidence and, in order to undertake job training, require a network of financial, personal and educational support systems.

While single parents and homemakers programs in New Jersey are beginning to meet the needs of that population, we must continue to develop programs which are both comprehensive and individualized.

Recommendations for the Future

Although much progress has been made in providing vocational training for single parents and homemakers the following tasks remain:

1. Women must be encouraged to participate in nontraditional training and employment as a way toward upward mobility. Fig. 14

2. Single parents and homemakers programs must provide needed support services for clients who no longer regard child care and transportation as barriers to participation in training. Programs must continue to provide and expand needed support services, particularly as clients go on to employment. Fig.7 & 8

3. Vocational training programs should facilitate access and entry of participants to both short and long-term skills training. Whenever possible, short-term training should be the base for cumulative acquisition of skills leading to higher-paying occupations. Fig. 9 & 10

4. Department of Labor and local Private Industry Councils must continue to work cooperatively with more flexible placement policies to deal with the unique characteristics of this population, and to provide more positive long-term results. Fig. 15

5. Provision for quality, affordable child care must be a component of any job training program for single parents and homemakers with dependent children. Fig. 5 & 6

6. Provision for personal counseling and other support mechanisms must be available not only to sustain motivation in training, but also for retention in employment. Fig.8, 9, & 10

7. Outreach must be continued toward the younger single parents and homemakers population in New Jersey as targeted by the Carl D. Perkins Act because this population is still underserved and growing. Fig. 1, 2, 3, 4, 6, 11

8. Job search placement and support services need to be part of all single parents and homemakers training programs. Fig. 7, 12, 13

9. Suppport services to enable single parents and homemakers to identify and utilize individual management skills such as resource assessment and goal defining must be provided. Fig. 7, 13

10. Parenting and interpersonal skills training must be an integral part of comprehensive single parents and homemakers programs. Fig. 12

These recommendations are based on the data presented on pages 7 through 17.

Limitations of the Study

This study was limited to clients selected by single parents and homemakers program directors and therefore, may not represent a true random sample. Further study is needed to identify and assess the middle aged and older homemaker population which is not targeted by the Carl D. Perkins legislation, but which is still in need of skills for employability and economic independence.

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Appendix I

Six Month and One Year Follow-Up Survey Respondents

*Not DVE-funded

Appendix II

One Year Follow-Up Survey Respondents Only

*Not DVE-funded

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The Life Skills Center of Montclair State College, in cooperation with the New Jersey Division of Vocational Education, is continuing the study of single parents and homemakers in New Jersey.

We would appreciate your help in filling out the following survey. The purpose of this study is to further assist the Division of Vocational Education in serving *your* needs.

We need your help in completing this survey.

CONFIDENTIAL: The results of this survey will be used for counseling and evaluation purposes only.

DIRECTIONS: Please answer the following questions.

1. In what county do you live?

_____ county

2. In what city or town do you live?

_____ city

3. Your Sex (Circle number of answer)
   1. Female
   2. Male

4. Your present age: _____ years

5. How long have you been in the SP/H program. (Circle the number of the answer closest to yor time in the program.)
   1. 6 months
   2. 1 year

6. Which of the following services did you receive from the SP/H Program? (Circle the number of ALL answers that apply.)
   1. Personal counseling/group support
   2. Employment counseling/job readiness activities
   3. Job training information and assistance
   4. Job placement information and assistance
   5. Legal information and assistance
   6. Financial information and assistance
   7. Health information and assistance
   8. Educational information and assistance
   9. Information and referral on existing Federal and State programs for services
   10. Other (specify): _____

7. From those answered YES above, please list the numbers of the three most helpful services for you.
   1. _____
   2. _____
   3. _____

8. How satisfied were you with the services you received from the SP/H program? (Circle the number of answer)
   1. Satisfied
   2. Somewhat satisfied
   3. Not satisfied
   4. Don't know

For the following questions circle the number of your answer:

9. I have gained more self-awareness and insight into my future goals, as a result of this program.
   1. No
   2. Yes

10. I am more aware of career options available for women, as a result of this program.
    1. No
    2. Yes

11. I feel more confident in my ability to function successfully in a job, as a result of this program.
    1. No
    2. Yes

12. I have a clearer idea of what is important in my life (values, priorities, etc.), as a result of this program.
    1. No
    2. Yes

13. The program presented a variety of positive role models for women, (directly through program content or instructor's behavior).
    1. No
    2. Yes

14. Attending this program with other women in a peer group contributed to my learning through the support received from the group.
    1. No
    2. Yes

15. This entire program has increased my awareness of career planning, exploration and new options available to women personally and professionally.
    1. No
    2. Yes

16. I have become aware of a variety of job opportunities open to women including careers such as:
    1. Printing
    2. Welding
    3. Carpentry
    4. Police work
    5. Auto repair
    6. Other (specify): _____

17. Which of the following problems interfere with your training or job seeking. (Circle ALL the number(s) that apply to you):
    1. Child care/family problems
    2. Financial problems
    3. Health problems
    4. Special needs of dependents—child/adult
    5. Lack of transportation
    6. Training course/program not available
    7. Lack of time
    8. Indecision
    9. Lack of self-confidence
    10. Lack of awareness of marketable skills
    11. Lack of training in how to find a job
    12. Lack of clear employment goal
    13. Jobs not available
    14. Lack of formal education/training
    15. Conflicts with my job (if applicable)
    16. Personal appearance factors (lack of appropriate clothing, household responsibilities)
    17. Other (please explain) _____

18. If you are EMPLOYED what aspect of the services offered by the SP/H program had the greatest impact on your getting this job? (Choose the 3 most important items and circle the number of the answers)
    1. No services had an impact
    2. Personal counseling/group support
    3. Job training information and assistance
    4. Job placement information and assistance
    5. Financial information and assistance
    6. Health information and assistance
    7. Education information and assistance
    8. Legal information and assistance
    9. Information and referral on existing federal and state programs for services
    10. Other (specify) _____

19. If you are in a TRAINING PROGRAM, which aspects of the SP/H Program services had the greatest impact on your entering this training? (Choose the 3 most important items and circle the number of the answers)
    1. No services helped me
    2. Personal counseling/group support
    3. Job training information and assistance
    4. Job placement information and assistance
    5. Legal information and assistance
    6. Financial information and assistance
    7. Education information and assistance
    8. Information and referral on existing federal, state and local services
    9. Other (specify) _____

20. If you are NOT now employed or in training, are you: (Circle the number of answer)
    1. Looking for work
    2. Looking for training
    3. Not planning to seek work or training
    4. Other (specify)

21. Do you think that you would have had to rely on public assistance if you had not been a participant in the SP/H program? (Circle the number of answer)
    1. No
    2. Yes